

# FISCAL NOTE

**Bill #:** HB0572

**Title:** Braille teaching available in schools

**Primary Sponsor:** Lewis, D

**Status:** As Introduced

Sponsor signature	Date	Chuck Swysgood, Budget Director	Date
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## Fiscal Summary

	<b><u>FY 2004 Difference</u></b>	<b><u>FY 2005 Difference</u></b>
<b>Expenditures:</b>	\$0	\$0
<b>Revenue:</b>	\$0	0
<b>Net Impact on General Fund Balance:</b>	\$0	\$0

- |                                                                                                                                                                                 |                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Significant Local Gov. Impact<br><input type="checkbox"/> Included in the Executive Budget<br><input type="checkbox"/> Dedicated Revenue Form Attached | <input type="checkbox"/> Technical Concerns<br><input type="checkbox"/> Significant Long-Term Impacts<br><input type="checkbox"/> Needs to be included in HB 2 |
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## Fiscal Analysis

### ASSUMPTIONS:

#### **Office of Public Instruction**

1. Pursuant to Code of Federal Regulation (CFR) section 300.346 implementing the Individuals with Disabilities Education Act, schools are currently required to provide for instruction in Braille unless the Individualized Education Program (IEP) team determines, after an evaluation, that instruction in Braille is not appropriate.
2. Schools are already meeting to the requirements of CFR 300.346 and are therefore meeting to the requirements of Section 3.
3. Current state initiatives for professional development will accommodate the professional training called for in section 4.
4. While passage of this bill may bring greater attention to the need for instruction in Braille for students with blindness, current resources can absorb the potential for an increase in services or in needed professional development.

#### **Montana School for the Deaf and Blind**

5. Pursuant to Section 20-8-102, MCA, the MSDB “upon request shall ensure that services and programs for hearing impaired or visually impaired children are appropriate and sufficient. The school may provide assistance to the programs that the school determines is needed.”
6. This service is provided to school districts through MSDB’s Outreach Program, which is staffed by three (3) consultants who serve parents and teachers of students with visual impairments.

## **Fiscal Note Request HB0572, As Introduced**

(continued)

7. Section (3) of House Bill 572 requires "...evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the student's future needs for instruction in Braille or the use of Braille".
8. Section (4) of House Bill 572 requires "A teacher who provides education services to students with blindness shall obtain the specific skills that enable the teacher to work effectively with the students" which "...may be obtained through formal training or in-service training or consultation".
9. Sections (3) and (4) may result in an increase in services requested from MSDB's three Outreach Consultants working with visually impaired students.
10. The MSDB does not anticipate a significant increase in requests as a result of HB 572, and therefore, any additional requests for services resulting from House Bill 572 will be handled within the existing present law budget in the 2005 biennium.

### EFFECT ON COUNTY OR OTHER LOCAL REVENUES OR EXPENDITURES:

HB 572 may bring increased attention to the need for instruction in Braille. This fiscal note assumes that this attention will have a minimal impact on increasing the frequency of instruction in Braille and therefore local schools, through existing staffing levels, will absorb the additional instruction.